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ABSTRACT

At this Region X conference called by the Secretary of Health, Education, and Welfare, 157 participants from Washington, Oregon, and Idaho met to discuss how career education needs of youth and adults and the needs of the economy are being met by schools in their communities, to determine the role that vocational education is playing in the process, and to identify methods of redirecting education in the 1970's in order to prepare secondary students for immediate employment or further education. The consensus of the 2-day conference was that schools must focus attention on the career needs of all students, not just those going to college. To accomplish this, schools must consider new approaches through revised and broadened curriculums and place considerably more emphasis on guidance and counseling services that aid the student in his career choice irrespective of his desired goal. The education process must be supplemented by and coordinated with other agencies which will provide a continuous process of career selection, preparation, and placement. Other regional conference summaries are available as VT 013 836, VT 013 837, VT 014 204-014 210, and VT 014 228 in this issue. (SB)

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THE SECRETARY'S REGIONAL CONFERENCE
ON VOCATIONAL EDUCATION

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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OFFICE OF EDUCATION
VOCATIONAL - TECHNICAL EDUCATION
REGION X

WASHINGTON PLAZA HOTEL
SEATTLE, WASHINGTON
April 1-2, 1971

ACKNOWLEDGEMENT

A conference of this magnitude requires the involvement and cooperation of many people. To single out any one individual for special recognition when so many were involved is an impossible task.

The staff of Vocational Technical Education in Region X acknowledges with gratitude the willing contributions made by the Regional Director and his staff, the Regional Commissioner of OE and his staff, all Speakers, Panelists, Group Leaders and Recorders. A special word of thanks is extended to the conference participants whose attendance reflected their keen interest in making vocational education a vital component in a total quality education effort.

UNITED STATES GOVERNMENT

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Memorandum

TO : Honorable Elliot Richardson
Secretary
Department of Health, Education & Welfare

FROM : B. E. Kelly *B.E.K.* Regional Director
Region X

SUBJECT: Secretary's Conference on Vocational Education - Region X

DATE: April 15, 1971

We transmit with this letter a summary report of the Region X Conference on Vocational Education.

There were many worth-while comments and recommendations made by the Speakers, Panelists and Conferees, which should provide some answers to your queries about Vocational Education. It appears that if we are guided by the thoughts of the people who participated, a strong educational program will emerge, a program in which Vocational (or Career) Education will be an integral part.

B. E. Kelly
Regional Director

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SECRETARY'S REGIONAL CONFERENCE
ON
VOCATIONAL EDUCATION

PURPOSE

In an effort to provide completely satisfactory answers to questions asked about vocational education, Secretary Richardson recommended that a series of ten Regional Conferences be held.

This conference was designed to bring together knowledgeable and concerned people to discuss how the career education needs of youth and adults and the needs of the economy are being met by schools in their communities; to determine the role that vocational education is playing in the process; and especially to identify methods of redirecting education in the 1970's in order to prepare every secondary student for immediate employment or further education.

Answers to the questions on these several points should lead to quality vocational education which will fulfill the needs of all students.

DELEGATION OF AUTHORITY

On January 3, 1971, the Secretary directed Commissioner Sidney P. Marland to hold ten Regional Conferences to gather facts about vocational education that are not now available. The Secretary felt that this had considerable importance and magnitude and should be accomplished by the Office of Education before the end of the current fiscal year.

In Region X, Mr. Sam Kerr, Vocational Technical Education, Senior Program Officer, working closely with the Regional Commissioner, William E. McLaughlin, provided the leadership for planning and implementing the conference utilizing the entire staff of the Office of Education.

Region X Conference was held at the Washington Plaza Hotel, Seattle, Washington, on April 1 and 2, 1971.

DISCUSSION GUIDE

In order to realize the purpose of the Conference, objectives were developed which focused on specific issues relevant to vocational-technical education. Speakers addressed themselves in General Session to these issues, giving an overview of the situation and identifying possible courses of action. Panelists then reacted to the presentations in order to further clarify the issues and provide background and stimulation for group discussions. After each General Session, participants met in groups of twenty or fewer people to direct their attention to an in depth discussion of the issues and objectives. It was not the intent of the Conference to limit discussion rigidly to the scope and format of these topics. Free flowing discussion was encouraged to elicit comments, suggestions and recommendations on each of the issues presented.

The following objectives were developed to aid discussion groups in treating issues and exploring potential existing in vocational-technical education.

1. The present status of education in meeting the career education needs of youth and adults.
2. The present status of total educational system in meeting manpower needs.
3. The relevancy of vocational education in meeting the needs of the economy.
4. The relevancy of education to meeting the career education needs of youth.
5. The relevancy of education to meeting the career education needs of adults.
6. Vocational Education for the 70's.

INTRODUCTION

This, the 55th year of Federal Aid to Vocational Education, years which have seen radical, technical, industrial, occupational and social changes, seems to be a strategic time to once again review the accomplishments and weigh the strengths and weaknesses in administration and implementation which have been revealed during this time.

There have been five national study committees or commissions appointed by Presidents or the Secretariat prior to and since the basic legislation of 1917 - the most recent of which was the panel of consultants appointed by President Kennedy in 1961. Each of these groups was charged with the responsibility of determining the extent to which Vocational Education was reaching its objectives, and to recommend methods of strengthening.

President Kennedy expressed his feelings on Vocational Education and the need for a study in this statement to Congress:

"The National Vocational Education Act, first enacted by Congress in 1917 and subsequently amended, have provided a program of training for industry, agriculture and other occupational areas. The basic purpose of our Vocational Education effort is sound and sufficiently broad to provide a basis for meeting future needs. However, the technological changes which have occurred in all occupations call for a review and re-evaluation of these acts with a view toward their modernization."

As a result of the studies and the ensuing reports from two of the committees, major Federal legislation affecting vocational education was approved by the Congress.

The actions of the commission on national aid to vocational education appointed President Woodrow Wilson in 1914 resulted in passage of the Smith-Hughes Act of 1917 and the report of panel of consultants appointed by President Kennedy in 1961, led to the Vocational Education Act of 1963.

By contrast, the emphasis in 1917 was on occupational needs in the areas of Agriculture, Home Economics and Trades and Industry, while the 1963 Act focused more on the personal needs of individuals. This is in line with the "personal centered" concept of Vocational Education expressed by the panel, which centers on people who need skills rather than on occupations that need skilled people.

Of all the panel's recommendations, two conceptual changes were most important. The first was the concept that vocational education must be redirected from training in a few selected occupational categories to preparing all groups of the community for their place in the world of work, regardless of occupation. Secondly, the panel insisted that vocational education must become responsive to the urgent needs of persons with special difficulties preventing them from succeeding in a regular vocational program.

On August 20, 1970, the National Association of Manufacturers submitted its fact-finding study report conducted at the request of the Assistant Secretary for planning and evaluation. The study involved on-site interviews with local administrators, teachers and counselors in 18 urban centers from New York to California and Minnesota to Texas. The NAM report brought out many of the weak and strong points in vocational education's effort to meet the educational and training needs of people.

A recent memorandum to Secretary of HEW Richardson from Presidential Assistant Ehrlichman raised some questions concerning the effectiveness of vocational education in fulfilling the purposes of the 1968 Amendments. These questions seemed to cause concern among those assigned to respond and finally resulted in the Secretary's request for fact-finding conferences to provide the answers. This is the second of ten conferences to be held nation-wide between now and June to fulfill the Secretary's request.

It is hoped that these sessions will provide the answer to the questions requested by the Secretary which will lend directions for providing quality vocational education geared to meet the needs of all students.

This conference is designed to bring together knowledgeable and concerned people to discuss how the career education needs of youth and adults and the needs of the economy are being met by schools in their communities; to determine the role that Vocational Education is playing in this process; and especially to identify methods of re-directing education in the 1970's to prepare every person for immediate employment or further education.

Questions

1. What are the strengths and weaknesses of current Vocational Education programs? To what extent do the weaknesses reflect administrative shortcomings rather than legislation?

2. What is the proper relationship between vocational education and other federal programs particularly in Manpower and Higher Education?
3. How can federal vocational education programs best reflect the administration's interest in (a) the "income strategy" and (b) the new Federalism and (c) the blue collar worker?
4. To what extent could substantial improvements in vocational education be made within current levels of expenditure?
5. How can federal vocational education programs best serve as a catalyst for reform in the often moribund state vocational education agency without violating the principles of the new Federalism?
6. How can the longstanding conflict that exists between HEW and DOL in this field be eased, and administration of vocational education be correspondingly simplified?

OVERVIEW OF CONFERENCE

A student comments that "education by endurance" is the best description he and his peers can give of current secondary school requirements. "The curriculum offerings are often meaningless and lead the student nowhere in particular." A large city Mayor accuses the educators of being unresponsive to the opinions of the citizenry and, if fact, operating within a shroud of secrecy. Others relate the need for revision in the educational structure to provide more meaningful programs for all students. Quality, flexibility, coordination, accountability, career, vocational and delivery systems were words heard frequently during the conference in reference to needs and recommendations. Words of caution warned about swinging the pendulum too far in one direction or another when suggesting that Career Education replace General Education.

Coordination of many agencies including Health, Education, Labor, Welfare, Handicapped is essential if we are to provide a strong career education program that will meet the needs of all students.

The belief that the college degree is the only key to a successful life must be relegated to its proper place in the annals of history and replaced by an understanding that all education is career education and that job satisfaction is enjoyed not only by the physician, but also by the technician and custodian. There must be a sustained effort on the part of teachers and counselors to develop youngsters as they naturally tend to develop, using their potential talents, whether these lead to college or more immediately to the work place.

The atmosphere of the conference enabled the student, laborer, industrialist, farm operator, professional and politician to alert the educator to their concerns for the education of all students. Each of these expressed a need, and desire, to contribute to the development of educational programs through representation on advisory groups.

Education alone cannot be held responsible for all phases of manpower problems. Data on labor status and outlook, obsolete or emerging jobs, needs in health, technical, craftsman and the many occupational areas must be supplied by other agencies. So, too, must recommendations on curriculum development, needed skills and job entry requirements. The educational institution can be expected to provide a system which coordinates the input from all sources, in keeping with good pedagogical principles.

Education cannot be merely a series of different experiences and methods provided at levels which correspond to the chronological age of the student, but rather as a continuous process designed to fit the individual needs of each student. This then becomes true "career education". No euphemism can replace a quality education program that meets

the particular requirements of each student. Elementary, Secondary, Post-Secondary, Adult should not be considered as plateaus of learning with a demarcation line separating each, but rather as stages of development in a continuous process of preparation for the world of work.

There seems to be a need for a National Information Center on available jobs and trained people. "We are not informing people of the availability of jobs, nor are we advising them of the methods for obtaining jobs.

These thoughts seemed to permeate the session and coincide with the suggestions that mass media be utilized to inform and to change attitudes. Although the mass media is a powerful means of reaching people, word of mouth advertising must be recognized as a powerful force. News of good things being done can spread rapidly when the beneficial effects are recognized by the individual. We should be able to supply the requests as students come to our doors seeking the good programs they have heard about.

SUMMARY

OBJECTIVES:

To what extent does the present program of education meet (a) the career education needs of youth and adults (b) manpower needs and (c) the economy.

Although the conference was designed to discuss five principal objectives and to report on each separately, a review of the reports dictates a more coordinated report. The discussions seemed to overlap several objectives and any attempt to report on each separately would involve much repetition and redundancy in the report.

In considering the question of the effect of career education on the youth and adult, we are at the same time exploring its effect on manpower needs which has a direct bearing on the economy.

"The need to stimulate more public awareness and information about occupational education should be abundantly clear to all of us. The over-emphasis on preparation for college tends to de-emphasize preparation for work."

As a society, we have been reluctant to set in motion the type of information system to determine what our manpower needs are. The present national system for determining gross and specific un-utilized skills and gross and specific unfilled demands for skills, on a current, much less a projected basis, is totally inadequate. A significant part of this inadequacy stems from the fact that a large segment of our economy which should be making valuable inputs into such an information system is not doing so."

"As a businessman, I understand something about the need for a pool of food technologists and of traffic engineers and lawyers and secretaries, but I reject out-of-hand the notion that in a democratic society I have any business in complaining that there is a shortage of food technologists in my industry and, therefore, it is an obligation of public education to supply them. If the pool of food technologists begins to dry up, I'll do either one or both of two things. I'll pay more for the job and thus encourage more bright-eyed interest in food technology, or I'll train my own."

"What I don't want to do now or ever, is tell school boards that what we badly need is aerospace engineers and people skilled in related technologies, and its up to them to supply the bodies. What I do want to do is have sensitive and knowledgeable counseling and guidance service people to help the individual to gear his own needs and aspirations and capabilities to the needs of society."

These statements drawn from the text of three speakers seem to succinctly state the general feeling that prevailed throughout the

conference. Schools must focus as much, if not more, attention on the career needs of all students, not just those who will journey through college to reach a professional goal. To accomplish this, they must consider new approaches through revised and broadened curricula, and place considerably more emphasis on guidance and counseling services that will truly aid the student in his career choice irrespective of his desired goal. The education process must be supplemented by and coordinated with other agencies which will provide a continuous process of career selection, preparation, and placement. All agencies working together should provide the essential labor pools and information systems, industrial training and placement and basic educational foundations, and all, in turn, must accept the responsibility for placement of the individual on jobs which provide the satisfaction necessary for a healthy society. In this joint effort, each segment makes its contribution to the total end product, and the educational system alone cannot be held accountable for all the deficiencies.

One important aspect of the educational process is the factor of motivation and attitude. "The culturally disadvantaged who does not have a marketable skill, and the displaced technician or engineer have one thing in common: both need a change of attitude and motivation to prepare for a skill or a change of skill."

"We are faced with the problem of giving vocational training the respectability it deserves as an important part of our life pattern."

"When we entered the space age, we lost our perspective and became ashamed of working with our hands. We have more scientists now than we have laborers. We have to restore the balance and respect the laborers as much as we respect the scientists."

The great American fantasy that the college education is the best, and perhaps the only way to have a successful and productive life, is reinforced by the influence of higher education. At the present time, the admission requirements to the Universities almost completely dictate elementary and secondary education."

The message to educators comes loud and clear, and should be accepted as a challenge to provide a system which will overcome the apparent weaknesses. Our educational system must be made as flexible as the needs of its students dictates. "The curriculum and attendance expectations of the present era must be replaced with a system that meets the modern quest for relevance, which permits changes in career directions without complete re-education." Concern for career education must begin in the elementary school and not wait until the student is either a drop-out or about to enter college. Our tendency to give students vocational education only after we have given up on them as "serious students" is a volatile combination that we must change whether we are educators, businessmen, federal officials, parents or merely citizens."

"It appears that we must devise better methods of accountability used by educational institutions to assess program effectiveness, because manpower needs must be met. "Unless we utilize student follow-up information and state employment data we can neither be aware of nor assess our community needs."

A statement by a representative of the Umatilla Indians Confederate Tribes seems to express the need for total involvement in the decision-making process. "I feel that the motivation of our people to get further education and training to better fit into society and contribute to our economy, the school systems near reservations should have Indians included in the decision-making of school boards to better relationships between the white community and the Indians."

These general expressions, although not in a coordinated format, seem to convey the message that the present educational system is not adequately orienting youth to the world of work because the public has not demanded that this type of instruction be provided, and the educational institution has not sought input from outside. The communications gap between areas of education--elementary, secondary, post-secondary--and between education, business and industry is detrimental to the career education needs of students.

A major inference that might be drawn from an analysis of the conference, if the present educational system is to fulfill its mission, is the need for a coordinated effort and improved communications among all groups with responsibilities for the educational process, and this would seem to include the total community.

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APPENDIX

SECRETARY'S FACT-FINDING CONFERENCE ON VOCATIONAL EDUCATION
REGION X
WASHINGTON PLAZA HOTEL, SEATTLE, WASHINGTON
April 1-2, 1971

Conference Agenda

Thursday, April 1, 1971

8:00 - 9:00	Registration: Allen Apodaca, ABE Program Officer
9:00 - 9:10	Opening Session Bainbridge Room Chairman - William E. McLaughlin Commissioner, OE - Region X Welcome - Bernard E. Kelly Director, HEW - Region X
9:10 - 9:15	Greetings from Secretary: Dr. John S. Zapp Deputy Assistant Secretary for Health Manpower Office of the Secretary Washington, D.C.
9:15 - 9:20	Welcome from OE - William E. McLaughlin Commissioner, OE - Region X
9:20 - 9:30	First General Session Chairman - Sam Kerr VTE Sr. Program Officer
	Conference Procedures: Chairman
9:30 - 9:50	Topic: The present status of education in meeting the career education needs of youth and adults. Speaker - Dr. Orval L. Bradley College of Southern Idaho Twin Falls, Idaho

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- 9:50 - 10:10 Topic: The present status of total educational system in meeting manpower needs.
- Speaker - Mr. Ernest La Palm
 Assistant Commissioner for Field Operations
 Employment Security Department
 Olympia, Washington
- 10:10 - 10:30 Panelists:
1. Dr. Robert Faine
Regional Dental Consultant
NIH-BHME
Seattle, Washington
 2. Mr. John Schultheis
Spokane Bank of Cooperatives
Spokane, Washington
 3. The Honorable Wes Uhlman, Mayor
Seattle, Washington
- 10:30 - 11:00 Break
- 11:00 - 12:30 Discussion Groups
- 12:30 - 2:00 Lunch
- 2:00 - 2:20 Second General Session - Bainbridge Room
- Topic: The relevancy of vocational education in meeting the needs of the economy.
- Speaker - Mr. Fred T. Haley
 President
 Brown & Haley, Inc.
 Tacoma, Washington
- 2:20 - 2:40 Panelists:
1. Mr. James Williams, Director
Seattle OIC
Seattle, Washington
 2. Mr. Lyle Rader, Farm Operator
Tacoma, Washington
 3. Mr. John Spellman
King County Executive
Seattle, Washington

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2:40 - 3:00 Break
3:00 - 4:30 Discussion Groups

Friday, April 2, 1971

9:00 - 9:40 Third General Session - Bainbridge Room
Topic: The relevancy of education to meeting
the career education needs of youths.
Speaker - Mr. Tim Renberg
High School Division, DECA
Olympia High School
Olympia, Washington

9:20 - 9:40 Topic: The relevancy of education to meeting the
career education needs of adults.
Speaker - Mr. Sam T. Martinez
Office of Minority Affairs
Chicano Student Division
University of Washington
Seattle, Washington

9:40 - 10:00 Panelists:
1. Mr. Carroll Fader
Ketchikan Gateway Borough Schools
Box 2550
Ketchikan, AK 99901
2. Mr. Phillip Rockefeller
Assistant Regional Director
Health, Education & Welfare
Seattle, Washington
3. Mrs. Harriet S. Jaquette
State Advisory Council on V.E.
9616 S. E. 34 St.
Mercer Island, WA 98040

10:00 - 10:30 Break
10:30 - 12:00 Discussion Groups
12:00 - 1:30 Lunch

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1:30 - 1:50

Fourth General Session - Bainbridge Room

Topic: Vocational Education for the 70s

Speaker - Dr. Edwin L. Rumpf, Director
Division of Vocational and
Technical Education
BAVTE
Washington, D.C.

1:50 - 2:10

Panelists:

1. Dr. John R. Marks, Director
Division of Mental Retardation &
Child Development
Boise, Idaho
2. Mr. Louis O. Stewart
Education Director, AFL-CIO
Washington State Labor Council
Olympia, Washington
3. Mr. James Henderson, Director
New Careers Project
Seattle, Washington

2:10 - 3:00

Floor Discussions - Bainbridge Room

Reactions from the Participants

3:00 - 3:15

Summary and Closing Remarks:

Mr. Thomas E. McLaughlin
Deputy Regional Director
HEW - Region X
Seattle, Washington

EXCERPTS FROM CONFEREES

How do we get a central area resident, in Seattle for example, into the system--into the establishment, and get their thinking as to how they think this ought to be changed and broken open from what appears to be a semi-closed society into a more open one?

How do we respond to the dead-end jobs--how do we make this base more flexible? How can workers move from one area and specialty to another without going back to school again for complete retraining?

At all levels we have an increasing demand for new types of skills to meet the problems in the areas of environment, transportation, public health, and others. We have a surplus of literally thousands of highly trained aerospace oriented engineers, chemists, and the like--people who need to be channeled into these new areas.

We are faced with the problem of giving vocational training the respectability it deserves as an important part of our life pattern.

It would help these displaced adults accept the idea of retraining if we could change the symbol of secondary education from "teen-agers" to "people," regardless of age.

The culturally disadvantaged who does not have a marketable skill and the displaced technician or engineer have one thing in common; both need a change of attitude and motivation to prepare for a skill or a change of skill.

We have to restore the balance and respect the laborers as much as we respect the scientists.

Present structured education system is adequate, but that is not enough, and vocational education is the way to improve it. We are not educating the whole man in high school.

How can adults bridge the gap in regard to the educational needs of the students today? Vocational education can play a major part in helping a student decide what he wants to do.

Look at the community college as a place to acquire a skill, but the universities still have important roles as 4-year colleges.

The great American fantasy that the college education is the best, and perhaps the only way to have a successful and productive life, is reinforced by the influence of higher education. The only thing that is going to change the whole system in this country is fiscal muscle--not the local teachers.

One of the most critical problems is the matter of the methods used by instructors in the junior colleges to train disadvantaged people and older people.

In regard to vocational education for the handicapped, we need a team effort between people in vocational education and people in special education.

Bring out a statement of our goals and the criteria by which to measure our achievement. There are three points which must be critical parts of your goals and objectives:

1. The greater involvement of employers and private schools.
2. Leadership development and teacher education.
3. Evaluation of the whole

Vocational education is an elected event, and we need to keep this in mind.

Our tendency to give students vocational education only after we have given up on them as "serious students" is a volatile combination that must change whether we are educators, businessmen or federal officials, parents, or merely citizens.

Present programs of education are not adequately orienting youth to the world of work because the public has not demanded this change to come about in our educational systems. The educational institution has elected to remain a separate entity and has not sought outside input for change.

A need exists for a National Information Center on jobs and available trained people. We need to remember that exposure to the world of work is not saying "force children to make an occupation choice."

All of vocational education should be under the HEW and not mixed up with other agencies. Change certification of standard of all teachers and counselors to include more background in occupational areas, especially to include some work experience.

Design and implement a program intended to get every secondary school to assume responsibility to work with appropriate agencies to bring about placement of every student who leaves high school whether by graduation or otherwise. Allow all vocational teachers to return to their industry in selected jobs to upgrade their job skills.

Decrease in Federal funds 50% for higher education and add to vocational funds.

RECOMMENDATIONS FROM CONFERENCE

What about vocational education in the career of homemaker and parent? Vocational home economics be required for both boys and girls because it is important that the role of homemaker be shared by both men and women.

The educational community itself should take the responsibility to be critical of its own attitude that vocational education is not as important as the academic education.

The image of adult education should be changed from the less intelligent adult to one who is working to improve himself.

Children must no longer be required to make a binding career decision at the age of fourteen or thereabouts, so our educational system must be as flexible as the needs of its students.

Better methods of accountability must be used by educational institutions to assess all educational program effectiveness, etc, because manpower needs must be met.

The school systems near Reservations should have Indians included in the decision making of school boards to better relationships between the white community and the Indians.

The total educational elementary, secondary staff needs to be oriented to occupational training "Non-graded school" - no grade levels - provide services needed by all when they need and want it.

Education can only operate on basis of solid information available on the economy and the work force or reasonable predictions. Educators need to listen to youth to get clues to interests, philosophy, etc. if relevant curriculums are to be planned.

Work experience programs should be more carefully planned. More options should be made available rather than lock students in 1 or 2 work experiences. Should design and implement a plan for systematic followup of students leaving secondary schools and community colleges (whether by graduation or otherwise) including the identification of why each student leaves and where he went.

Articulate secondary and post-secondary career training programs, i.e. community colleges, vocational-technical schools, high schools. Improving attitude of staff and students in the following areas:

- (A) value of self
- (B) value of education
- (C) develop positive attitude toward world of work
- (D) ability to accept postponed rewards

All education is inadequately funded and the density of living conditions make it impossible for property tax to form the base.

Before leaving school, every student needs experiences in taking responsibility for himself. Schools should continue to develop citizens committees for examining the education program and suggesting changes to keep education relevant to the surrounding community.

Assume leadership in planning and activating a program of inservice training for board members, administrators, guidance and counseling personnel at the elementary, secondary, community college and higher education levels to develop understanding and agreement upon an appropriated philosophy of education to meet the needs of today and for the 80's.

Regular regional working conferences for sharing of program development status and progress in career education. Strategies for change will be a focus of such conferences.

Require vocational education boards, made up of students, professionals, laymen and representatives from industry as curriculum consultants for vocational education.

Have re-training as an accepted actuality for the future.

Develop mass-media procedure to publicize and upgrade vocational education.

Integrate youth organization with classroom instruction through teacher awareness.

Provide advanced funding to enable program planning and operation that is realistic rather than crash programs and remedial.

Emphasize cluster program.

Prepare for increased leisure time, i.e. shorter work week and lower retirement age.

SECRETARY'S REGIONAL CONFERENCE ON VOCATIONAL EDUCATION

Views of Conference Participants - Part I

Introduction

The purpose of this document is to assure that every person has a chance to express his opinion about the educational system of his community. Your contribution is voluntary and should be given in terms of your experience.

Directions

Indicate your answer(s) in the appropriate space(s) with a check mark (x).

1. Which of the following statements most accurately describe vocational education?

4% It has value for only the non-college bound student
58% It has value for every student
7% Emphasis in vocational education is on manual skills
6% It has the status of academic education
70% Vocational education is preparation for work as well further education

2. Have you ever taken courses in vocational education? 71% Yes
25% No At what level?

<u>5%</u> Grade school	<u>17%</u> Two year college
<u>50%</u> High School	<u>39%</u> Four year college

3. If you did not take courses, why not?

<u>14%</u> They were not available	<u>7%</u> Not interested
<u>8%</u> Preferred to take courses	<u>2%</u> Advised not to
needed for college admission	
<u>Grades not high enough</u>	
<u>Other, specify _____</u>	

4. Do the schools offering vocational programs in your community also have a job placement service? 43% Yes 49% No

5. Do you want your children to take

11% Vocational education 75% both vocational and college preparatory subjects
8% college preparatory subjects 12% does not apply

6. Would you support the spending of more money for vocational education in your community? 93% Yes ____ No. If yes, should increased money come from

87% Federal government 70% Private industry

83% State government 19% Tuition

63% Local government ____ All of above

5% Other, specify Redirection of present funding of Aid. to schools. Unions, private funding organizations. Lottery.

7. Are there programs of vocational education available in your community? 95% Yes 2% No. If yes, at which of the levels listed below are vocational education programs provided?

31% Junior high school 70% Evening Adult Program

88% High schools 19% Industrial Plant Schools

66% Junior college 21% College

____ Other, specify Private vocational school, Area vocational school community college, OLC.

8. Have you ever advised or participated in deciding what educational courses should be offered in schools? 78% Yes 20% No. If yes, did you participate as a

20% Parent 6% Student

10% Employer 3% School Board Member

____ Other, specify See attached.

9. Should there be greater emphasis on introducing the world of work in elementary school? 95% Yes 5% No

10. Have you ever visited a vocational school? 94% Yes 4% No

11. Check the category which most accurately describes your interest at this conference.

3% Employer

2% Employee

69% Educator

2% Unemployed

13% Student

17% Other, specify Rehabilitation Specialist, Parent, Indian Tribal Government, Manpower Specialist, Teacher Educator, Board of Education Member, Advisory Committee Member, Vocational Association, State Professional Education Organization, Government Employee, Attorney, Counselor.

ATTACHMENT for Item No. 8

Other, specify--Teacher, Consultant, Advisory Committee, Vocational Educator, Counselor, Educator, Teacher Educator, Assemblyman, Social Education, Citizen, Federal Employee, Board Trustee.

SECRETARY'S REGIONAL CONFERENCE ON VOCATIONAL EDUCATION

Views of Conference Participants - Part II

In order to assure that all participants at this conference have the chance to express themselves about issues in vocational education and to learn more regarding how people think about these issues, the following questions were designed. If you like, please take this opportunity to contribute your ideas based on your community and your own experience. There is no need to identify yourself.

Objective 1

To assess the extent to which the present program of education meets the career education needs of youth and adults in the community.

1-a. To what extent does the present school system in your community provide services for students entering the world of work immediately upon leaving school?

3% Most students looking for work have a job skill by the time they leave school.

24% About one half of the students looking for work have a job skill by the time they leave school.

73% Few students looking for work have a job skill by the time they leave school.

1-b. To what extent does the present school system in your community prepare students for further education upon leaving high school?

34% Most students are prepared for further education by the time they leave high school.

51% About one half of the students are prepared for further education by the time they leave high school.

15% Few students are prepared for further education by the time they leave high school.

1-c. Is the present school system in your community providing adult education for:

o re-entering the work force 68% Yes 32% No

o retraining to remain in the work force 72% Yes 28% No

o training for advancement in the work force 65% Yes 35% No

1-d. Is the present school system in your community providing education in preparation for work to the following:

minorities	<u>58%</u> Yes	<u>42%</u> No
school dropouts	<u>62%</u> Yes	<u>38%</u> No
handicapped	<u>77%</u> Yes	<u>23%</u> No

What are the strengths and weaknesses of the present school system in meeting the career education needs of youth and adults in your community?

Objective 2

To assess the extent to which the present total program of education meets the needs of the economy.

2-a. To what extent is the present system of education meeting the manpower needs of the economy of your community?

30% Most training programs are directed to the job demands of the community.

36% About one half of the training programs are directed to the job demands of the community.

34% Few training programs are directed to the job demands of the community.

2-b. To what extent do the major employers in your community hire persons trained by the schools of the community?

39% Most employers are able to locate the employees they need from the local schools.

37% About one half of the employers are able to locate the employees they need from the local schools.

24% Few employers are able to locate the employees they need from the local schools.

2-c. To what extent do the schools in your community provide trained workers for new employers moving into the community?

22% Most schools are flexible enough to provide the new training programs requested by employers.

14% About one half of the schools are flexible enough to provide the new training programs requested by employers.

64% Few schools are flexible enough to provide the new training programs requested by employers.

2-d. To what extent do employers work with the schools to define manpower needs and to participate in developing programs to meet these needs?

30% Most educational programs have active employer participation in the development of their curriculums.

24% About one half of the educational programs have active employer participation in the development of their curriculums.

-30-

46% Few educational programs have active employer participation in the development of their curriculums.

What are the strengths and weaknesses of the present school system in meeting the needs of the economy in your community?

Objective 3

To determine the role of vocational education in meeting career needs of youth and adults and of the economy.

3-a. To what extent should vocational education be available to high school students.

88% Most high school students should enroll in vocational education courses.

10% About one half of the high school students should enroll in vocational education courses.

2% Few high school students should enroll in vocational education courses.

3-b. To what extent should the public schools coordinate their resources with those of private schools and business and industry to insure preparation for employment or further education?

79% Resources should be shared among public schools, private schools, business, and industry.

9% Public and private efforts should be coordinated only for special groups, i.e. unemployed, handicapped, minorities, etc.

12% Public and private resources should be kept separate.

3-c. To what extent should job placement services be available to persons leaving school? Job placement services should be available for:

90% Most students

6% About one half of the students

4% Few students

3-d. To what extent should vocational counseling be available to high school students?

98% Most high school students should have vocational counseling.

2% About one half of all high school students should have vocational counseling.

0% Few high school students should have vocational counseling.

Suggest what the role of vocational education should be in meeting the career needs of youth, adults and the economy.

Objective 4

To suggest means by which the existing educational system can be improved in efficiency and effectiveness to insure the preparation of every person leaving school for either employment or further education.

Directions

Check (✓) the items listed below which would improve the efficiency and effectiveness of the educational system. Add items which have been omitted.

79% Integrate general and vocational education.

20% Contract with private schools to help prepare every person for employment or further education.

59% Provide incentives for private industry to help prepare every person for employment or further education.

37% Develop multi-media instructional materials for use in the home to prepare every person for employment or further education.

52% Expand the school year to 12 months.

17% Provide parents with educational vouchers for purchasing the instructional services desired for their children.

21% Other, specify.

Objective 5

To identify the areas of improvement in the total educational system for which vocational education should be responsible.

Directions

Check () the items listed below for which vocational education should be responsible; add items which have been omitted.

- 86% Orientation to the world of work
- 77% Work study experience throughout junior and senior high school
- 57% Assuring every student a marketable skill
- 84% Vocational counseling for all students
- 82% Educational credit for work experience
- 37% Educational credit for home study
- 81% Vocational exploration to facilitate occupational choice
- 49% Appreciation of ethnic cultures
- 81% Occupational preparation of post secondary students
- 85% Occupational preparation, retraining, and upgrading of adults
- 14% Other, specify

STRENGTHS AND WEAKNESSES EXTRACTED
FROM QUESTIONNAIRES

STRENGTHS

Greater number of students served.

Improved acceptance of vocational education, by both youth and public.

Secondary education staff interests are moving toward career orientation.

Facility design is more complimentary toward comprehensive schools.

Many students in coop work study programs remain with firms after graduation.

College cooperation for career education.

Inter-disciplinary trend.

Minority implementation of ideas.

Continuing education concept acceptance.

Post-Secondary education.

Confidence in system still apparent.

Parent awareness of need for vocational education is increasing.

Female training for world of work.

Advisory Committees.

Skill training.

Adult re-training.

Adult Basic Education.

GED Testing.

WEAKNESSES

Not reaching all youth.

Lack of funds.

Lack of personnel.

Lack of orientation K-9.

Not enough cooperative education.

Failure of schools to promote vocational education.

Vocational Counseling.

Limited Adult Education.

Adequate employment opportunity.

Basic subjects.

Perpetuation of the system.

College oriented education.

Youth need opportunity for total picture of careers and career education.

Limited program variety.

Conventional orientation to learning.

Lack of facilities.

Proper utilization of existing facilities.

Work training on High School level.

Too much emphasis on transfer programs.

STRENGTHS

Community College System

Office Occupation Education

Commitment Toward Expansion of Basic Vocational Education Programs.

Pre-vocational Handicapped Programs.

Teacher involvement in Work supervision, employer contacts and student counseling.

Cluster Programming.

Work orientation.

Job experience for handicapped.

Post-Secondary Programs.

Migrant Programs.

Dedication of staff members and Program Supervisors.

Vocational Technical Institutes.

Employment Service cooperation.

Pre-vocational programs.

WEAKNESS

Adequate Budgeting

Lack of bridging gap between vocational education and general education.

Restricted number of vocations.

Lack of community commitment to comprehensive program.

Correlation of student work programs.

Relative education that is meaningful.

Fragmentation of education responsibilities.

Selling vocational education to students, educators, parents and general public.

Too much emphasis on agriculture programs.

Too little consideration given to individual interest.

Coordination of programs with community resources.

Correlation of manpower needs with the changing economy.

Full utilization of vocational education.

Lack of skill training.

Manpower information.

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